

ND

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

'	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	111	41
Percent satisfied with learning environment	56.9%	50.9%	66.7%
Percent satisfied with social and physical environment	61.2%	59.6%	50.0%
Percent satisfied with home-school relations	22.0%	72.5%	47.5%

W A Perry Middle								4001067
PACT PERFORMANCE	BY GR	Et te ind						<u>,                                     </u>
		, yet ind	/,	Jon Basic		Proficient of	Advanced on Profi	cient and cot
	/ut	ELL LESTI	lested old	OM Boa	Basic oh	oroficie	Hand f	cient nce
	EMOR	9401 0/0	// / / A	9/0 \ a/1	0/0	6, 00	W. 1640.	Man
	/ • •		90	olish/Lar	iguage Ai	ts	/ 6/6	/ 4
All students	398	98.2	54.3	37.2	8.2	0.3	8.5	17.6
Gender	330	00.2	01.0	01.2	0.2	0.0	0.0	17.0
Male	198	98.5	60.4	34.4	5.2	N/A	5.2	17.6
Female	200	98.0	48.1	40.1	11.1	0.6	11.7	17.6
Racial/Ethnic Group								
White	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	392	98.2	54.5	37.2	8.0	0.3	8.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	312	98.7	52.3	37.2	10.1	0.4	10.5	17.6
Disabled	86	96.5	62.7	37.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	398	98.2	54.0	37.1	8.6	0.3	8.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	397	98.2	54.0	37.1	8.6	0.3	8.9	17.6
Socio-Economic Status								
Subsidized meals	376	98.1	56.0	35.8	8.2	N/A	8.2	17.6
Full-pay meals	22	100.0	23.8	57.1	14.3	4.8	19.0	17.6
				Mathe				
All students	398	98.7	56.6	34.6	6.9	1.9	8.8	15.5
Gender								
Male	198	98.5	55.8	33.1	9.7	1.3	11.0	15.5
Female	200	99.0	57.1	36.2	4.3	2.5	6.7	15.5
Racial/Ethnic Group								
White	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	392	98.7	56.9	34.8	6.7	1.6	8.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	312	99.0	52.9	36.3	8.5	2.3	10.8	15.5
Disabled	86	97.7	72.9	27.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	398	98.7	55.8	35.0	7.3	2.0	9.2	15.5
English Proficiency		100.6						
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	397	98.7	56.1	35.0	7.3	1.7	8.9	15.5
Socio-Economic Status								

57.6 33.3 35.0 33.3

19.0

14.3

7.4 33.3 15.5

15.5

98.9

95.5

376

Subsidized meals

Full-pay meals

# PACT PERFORMANCE BY GRADE LEVEL

		Enroll	4 of	9/986	90,	9/0	0/0	AL 0/0 Profi
					/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	124	N/A	43.4	45.1	10.7	0.8	11.5
	Grade 7	123	N/A	47.5	46.7	5.8	N/A	5.8
•	Grade 8	102	N/A	58.8	38.2	2.9	N/A	2.9
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	129	99.2	50.5	33.0	16.5	N/A	16.5
	Grade 7	142	98.6	46.7	47.7	4.7	0.9	5.6
	Grade 8	127	96.9	66.3	30.7	3.0	N/A	3.0

				M	athematio	s		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	124	N/A	62.6	33.3	2.4	1.6	4.1
	Grade 7	123	N/A	78.5	12.4	7.4	1.7	9.1
•	Grade 8	102	N/A	69.6	26.5	2.9	1.0	3.9
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	129	99.2	45.9	38.5	11.9	3.7	15.6
	Grade 7	142	98.6	62.6	29.9	5.6	1.9	7.5
	Grade 8	127	98.4	61.8	35.3	2.9	N/A	2.9

# SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 425)				
Students enrolled in high school credit courses (grades 7 & 8)	21.2%	Down from 29.8%	8.2%	14.4%
Retention rate	3.6%	No change	2.6%	2.3%
Attendance rate Eligible for gifted and talented	95.4%	Up from 93.5%	94.2%	95.2%
	10.9%	Up from 8.4%	4.4%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	18.9%	Down from 24.6%	15.1%	14.1%
	5.6%	Up from 4.3%	10.0%	4.9%
Suspended or expelled	1.2%	Up from 0.0%	2.4%	1.3%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees Continuing contract teachers	50.0%	Up from 40.9%	40.6%	47.1%
	63.2%	Up from 52.3%	63.2%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	65.4%	Down from 72.3%	67.1%	84.3%
Teacher attendance rate Average teacher salary	95.8%	Up from 93.2%	95.2%	95.0%
	\$38,214	Down 1.6%	\$38,113	\$39,924
Prof. development days/teacher	15.2 days	Up from 13.0 days	13.1 days	10.7 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	16.6 to 1	Up from 8.2 to 1	17.4 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	90.2%	Up from 85.4%	87.3%	88.9%
	\$9,392	Up 19.6%	\$7,546	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	60.2%	Up from 59.2%	60.2%	62.0%
	Excellent	No change	Good	Good
Parents attending conferences SACS accreditation	68.7%	Down from 96.3%	94.8%	94.8%
	yes	N/A	no	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

				-
Δhhra	wiati∧n	e tor i	Missina	I lata

		ū	
N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. A. Perry Middle School focused on initiatives to increasing the academic achievement of all students. The administrative team recognized the need to provide the staff with a systemic approach to professional development; therefore, a comprehensive staff development calendar was constructed. Faculty and staff received professional development training in Fred Jones, Institute of Learning, and Co-nect (a project-based curriculum funded by a CSRD grant). A mid-year Critical Friends Progress Review Team visit highlighted our activities. The "Celebration of Learning" showcase and parent/community banquet culminated a project-based learning year. As a result of Co-nect, W.A. Perry was featured in the Neighbors section of The State newspaper and PC Teacher (a national magazine).

The principal and staff participated in Institute for Learning activities. We implemented a curriculum to reflect appropriate academic rigor and principles of learning practices in school-wide instruction. W.A. Perry participated in Curriculum Calibration during both semesters and hosted district, priority team, and school learning walks. These two tools have been used as a crucial component in evaluating the impact of staff development on instructional delivery and student achievement.

Students did academic self-assessments and developed strategies to improve. Teachers also analyzed test scores and all programs assessment results, and developed meaningful and specific strategies aimed at improving instruction and learning. A link was coordinated between the instructional day and tutoring in special-skill needs in the before- and after-school program (Club Excel). An additional daily Math Practice Lab class was scheduled to target students below basic at each grade level.

To improve parental support and involvement, the school provided academic program/banquets and parent workshops. Two PTA meetings were held at community sites. Students earned Middle School Scholar (5) and SC Junior Scholar (1) recognitions. Students' participation in district competitions, athletic, and fine arts performances yielded good results: A 7th grader for the Governor's Volunteer Award for Community Service; several students honored as All-State Orchestra members; an 8th grader for District 1st Chair - Violinist (Concert Master); a 6th grade Chair in the Honor District Band; and Superior rating in Band and Orchestra. The athletic program was recognized for All-District honors in football, basketball, and cheerleading. The art program received several 1st place awards at all grade levels in the District Visual Arts Performance. Fifteen students successfully completed training for the state Project CHANCE Youth Court volunteer program and served as the model group for the district.

Alfred Vanderpuije, Ed.S., Principal, W.A. Perry Middle School

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.